DOCUMENT RESUME

ED 187 086 FL 011 026

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TITLE Secondary French Guidelines: Levels I, II, III.
INSTITUTION Texas Education Agency, Austin. Div. of Curriculum Development.
PUB DATE 79
NOTE 65p.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Cross Cultural Training; *Cultural Education; *Curriculum Guides; *French; *Language Skills; Listening Comprehension; Reading; Secondary Education; *Second Language Instruction; *Second Language Learning; Speech Communication; State Curriculum Guides; Writing Instruction

ABSTRACT

This publication sets out objectives for the development of the four language skills--listening, speaking, reading and writing--and for an understanding of the culture of French, Levels I, II, and III. A level of language learning is defined in terms of student performance rather than a period of time. The intention of the guidelines is to help schools in developing their own curriculum guides and to assist teachers in planning courses, units of work, and daily classroom activities. The guide describes learning objectives, learning activities, and evaluation activities for each of the four skills according to level. The culture section deals with the three levels in general and contains some indications for French-American studies. A suggested inventory of structural items for Levels I-III concludes the guide. (AMH)

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Secondary French Guidelines

Levels I, II, III

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FL011026

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FOREWORD

Secondary French Guidelines is part of a new second language framework for Texas schools. Other components of the framework are guidelines for the teaching of second languages in elementary and secondary schools and for the languages of German, Latin, and Spanish. Experienced teachers of successful second language programs assisted in the writing and field testing of these documents.

Through such publications the Texas Education Agency provides leadership to administrators and second language educators for designing local curriculum. Our hope is that the use of these materials will allow students to develop an appreciation of the culture, language, and lifestyle diversities of others, one of the Goals for Public School Education in Texas established by the State Board of Education.

Alton O. Bowen
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ACKNOWLEDGMENTS

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INTRODUCTION

This publication, *Secondary French Guidelines,* delineates objectives for the development of the four language skills—listening, speaking, reading, writing—and for an understanding of the culture in the teaching of French, Levels I, II, and III, in secondary schools. The *Guidelines* are designed to aid schools in developing their own curriculum guides and to assist teachers in planning courses, units of work, and daily classroom activities.

Many teachers think of curriculum in terms of textbooks or single sets of materials, since it is assumed that textbook authors and publishers have studied the materials, surveyed the field, adopted a particular philosophy, and selected the best materials and best activities possible. This is actually what most textbook authors and their publishers try to do. Most authors and publishers write for the average or typical class, however, and no single class is ever average or typical. Since it is impossible to write a single textbook that meets the needs of all students, curriculum and curriculum building remain largely in the hands of teachers. Current developments as well as the problems and experiences unique to each district must be taken into consideration. Therefore, teachers can use the *Guidelines* to improve and rework existing programs, expanding and adapting the *Guidelines* as needs and circumstances dictate.

The *Secondary French Guidelines* rest on two main premises:

- Because language is a mode of communication, the language learning process should be a communicative process; that is, the student should use as much natural language as possible.

- Language and culture are interrelated; therefore, the communicative skills should reflect cultural factors.

Student involvement is known to be an important motivational force. Two factors are crucial for this involvement:

- Students should be given the opportunity to participate in the determination of objectives.

- Students should have the objectives clearly in sight.

Although emphasis is placed on the students' role in the decision-making process, teachers should initiate, guide, and stimulate their awareness to the many possible, as well as the necessary, learning objectives relating to the French language and culture. Students can participate in the decision-making process during the year, for example, when the teacher presents several equally valuable objectives.

This publication describes learning objectives, learning activities, and evaluation activities for each of the four skills and for culture. Evaluation activities can provide the necessary feedback for re-evaluation of the instructional process should there be a discrepancy between expected objectives and observed results.

A level of language learning is defined in terms of student performance rather than a period of time enrolled in a course. Therefore, the *Guidelines* can be used to develop various courses of study during the school year as well as for individualized or continuous progress programs. The same *Guidelines* can be used in a French program begun in Grades 7 or 8 inasmuch as level is based on student performance.

No attempt is made to dictate course content or instructional methods, but rather the intent is to provide a resource for curriculum planning. Students play a vital part in the teaching/learning process, and educational program designers are placing even greater emphasis today on students' learning needs. Students discover their own language by learning another language. They also gain better understanding of their own culture by contrasting it with a foreign culture.

The ultimate goal of a French curriculum is the students' proficiency in the French language and a cross-cultural awareness and understanding of the French-speaking world. Attainment of this goal may also bring about an awareness of self and a reassessment of personal values. Thus the learning process implicit in the *Guidelines* becomes an integral part of a humanistic education.

Teachers should not feel that every learning or evaluation activity listed in the *Guidelines* must be used. The activities provided are only illustrative and are meant to serve as suggestions for classroom activities.

CULTURE—LEVELS I-III

Culture can be defined as a concept embracing all aspects of life: the patterns of everyday life as well as knowledge of the fine arts, literature, history, politics, and the country of a people. Limits as to what should be included are set only by the knowledge, creativity, and resourcefulness of the teacher.

The instructional strategies necessary to develop adaptability and flexibility in the students with regard to different value systems, different behavior patterns, different tastes, and a different language challenge the teacher to facilitate learning in the affective and the cognitive domains. The study of language cannot be divorced from the study of culture; neither can it be divorced from the historical and cultural achievements of the people.

Cross-cultural understanding and communication involve more than factual information. The process of the acquisition of the necessary skills of discovering, investigating, and questioning cultural patterns develops awareness and empathy for cultural values and mores.

Teaching about the French culture begins immediately—from the first *bonjour* on the first morning. During the beginning stages, students will not be able to cope with culture in the target language. Teaching selected cultural elements can help prepare them to understand native speakers better. There is no enjoyment in listening to what cannot be understood, and it is almost impossible to understand or interpret what the French say and do if the cultural referents, views of the world, and linguistic forms remain unknown and novel. It is important for students to reflect upon their own behavior as a result of considering the French culture. While many Americans look with extreme disfavor on the French love for snails, for example, these same students should be made aware of the dismay expressed by many of the French at Americans eating corn-on-the-cob.

The history and geography of the United States provide the opportunity for studying the French and their historical and political influence on the development of our country. Learning activities can be created to capitalize on these facts and on the relevance of French influence on our own culture through the ages.

Although not much literature is being used in Levels I-II, the value of contemporary literature—of concrete poems by Jacques Prevert, a contemporary French poet, for instance—or of the simpler fables must be recognized. Literature is composed of statements on the lives of the French people regarding their achievements and problems, attitudes and values in their society.

Learning Objectives for Levels I-III

Students will develop the cultural understanding, attitudes, and performance skills needed to function and communicate appropriately in French. The following objectives could be used as a basic approach for all levels. The activities leading to their attainment will be tailored to the students' interests and abilities as well as to the teachers' knowledge and available resources.

The students will:

- Demonstrate an understanding that French people act the way they do because they are using options their society allows for satisfying physical and psychological needs. When people from differing cultures meet, a gesture of friendship can be expressed through cross-cultural behavior.

  Example: A leading international diplomat of the United States was seen on the news today, not only shaking hands with his French counterpart, but allowing the latter *de lui donner l'accolade.* The French have the option their society allows for satisfying a physical and psychological need by demonstrating an understanding of the expression of good-will.

- Demonstrate an understanding that social variables such as age, sex, social class, and place of residence affect the way French people speak and behave.

  Example: Students listening to a taped conversation between an adult and a pre-teenager will notice and comment on the use of *vous/tu.*

- Demonstrate how people usually act in the most common and in special situations in the French culture.

  Example: Common situations are described in every book. Funeral announcements and sympathy notices are an excellent source for the investigation of special events.

- Indicate an awareness that culturally conditioned images are associated with even the most common French words and phrases.

  Example: Discover the relative importance of *bread* in France. Discover the meaning of *savoir-faire, savoir-vivre, joie de vivre, laisser-faire.* (Here, student-made collages may serve as an ideal means of such discovery.)

- Complete a word association.

  Example: When Americans hear the word *bread,* they most often associate it with *butter;* the French would frequently associate *pain* with *vin.*

- Demonstrate the ability to make, evaluate, and refine generalities concerning French culture.

  Example: Investigate the following statements: All French children drink wine and no milk; the French are great lovers; the French are very artistic; French women are very chic.

- Develop the skills needed to locate and organize information about French culture from the library, the mass media, the people, and their personal observations.

  Example: Students will locate information concerning the French-speaking world through both printed and human resources.

- Demonstrate curiosity about the French culture and empathy toward its people.

  Example: Students might experiment with new foods such as snails, truffles, frog legs, or cheese; try a new sport, such as soccer; or make the effort to get into a letter exchange with a French teenager.

Learning Activities for Levels I-III

The activities possible for the assimilation of cultural information are many and varied, and each might be applied to the attainment of the objectives stated; for this reason, the activities for students listed below are not tied specifically to any one particular objective.

- Human Interaction

  - View films or listen to dialogs of situations in which the French exhibit behavior uncommon in the United States, discerning why the behavior is different and how one should react to it.

    Example: Scene in a movie theater in which an usher is standing beside an American she has just seated, waiting for her tip.

- View and discuss films of encounters between Americans and French people in which the Americans commit several *faux pas*.

- Read passages that demonstrate the differences in vocabulary among members of various groups of French-speaking peoples.

- Role play various social situations, using correct behavior.

  Examples: Shaking hands when greeting someone
  Using correct table manners
  Cutting and peeling fruit

- Make personal *petites annonces matrimoniales* after reading some in a French newspaper.

- Play the roles of salesperson and customer engaged in conservation in a clothing store.

- Investigate the many aspects of French individualism as expressed in proverbs.

  Examples: *Aide-toi, le ciel t'aidera*
  Charité bien ordonnée commence par soi-même
  A chacun son goût
  Chacun pour soi, Dieu pour tous

- Social Interaction

  - Listen to taped recordings of French-speaking people of various ages, sexes, social classes, and places of residence in order to become familiar with differences in diction.

  - Investigate the concepts that are particularly expressive of French culture; e.g., *devoirs* vs. homework, *pompes funèbres* vs. funeral, the need for privacy illustrated by the abstract as well as the concrete walls the French build around themselves.

  - Explore the difference between *ami(e)* and *copain (copine),* and classify your own friends according to these categories.

  - Engage in role-playing activities in which verbal exchanges are accompanied by gestures appropriate to French social behavior.

Examples:

- Greetings, where verbal exchanges are accompanied by handshaking (with friends and acquaintances) or kissing (with relatives or very close friends)
- Meal situations, either family or restaurant, using realia, in which customs appropriate to French culture are displayed
  - Keeping hands on the table instead of in the lap while eating
  - Holding fork in left hand
  - Arriving late for a family meal with consequent repercussions

- Explore the meaning attached to certain flowers (white chrysanthemums—death) and the embarrassment of bringing the wrong kind to a special occasion.
- Read newspaper announcements of births, marriages, and deaths, and prepare a *faire-part* for these events.
- Compare the concept of youth and old age in France and in this country.

- Transportation
  - Compare the transportation systems of large Texas cities to those in cities of similar size in France, e.g., the *métro,* the scooter, and the automobile, and the driving habits of Americans and the French.
  - Given a list of landmarks in Paris, correctly match a particular landmark with an appropriate written description.
  - Given a map of Paris with a *métro*-map (color and direction are the key to the *metro*), spot a destination place. Trace the line number to the end in the necessary direction.
  - Investigate and plan different *métro* trips (a day in Paris visiting several major monuments.)
  - Compare a map of Washington, D.C. and Paris, France. They were both planned by Frenchmen. Note the major differences: sketch and discuss.

- Investigate and explore the use of trains. Describe the role Paris plays in train travel and its relationship to the concept of centralization.

- Subsistence

  - Draw, trace, or find pictures of the various kinds of bread in France.

  - Discover the relative importance of bread in France and the United States by compiling a list of as many French and English nouns as possible that refer to bread.

  - Prepare a recipe file or booklet of typical French dishes and explain cooking terms borrowed from French that are used in English.

  - Prepare a French dish and bring it for other class members to taste.

  - Demonstrate the preparation of a simple dish such as *Salade Niçoise.*

  - Describe or identify the description of a typical French breakfast, lunch, or dinner. (If permitted, serve *café au lait* and *croissants* in class.)

  - After listening to a lecture on the importance of wine in the French culture and economy:

    - Participate in a discussion of similarities and differences between American and French attitudes toward drinking alcoholic beverages and reasons for the development of each attitude.

    - Explore and research how the French wine industry was almost totally destroyed by the phylloxera and how it was revived to become one of the economic mainstays of France.

- Territoriality

  - Learn to observe critically by comparing pictures of aspects of life in France and the United States.

    Example: Houses—what do the windows look like? Are there screens? Why? Are there shutters? Do you think the house is air-conditioned? What are the houses built of? What color are they? How large are the houses? Do they have yards? Are they surrounded by fences or walls?

- Investigate the internal arrangement of French homes and offices in order to discover the aspect of centralization which characterizes French life.

  Examples: How are the desks arranged in an office?

  How are rooms arranged in a house?

  How is furniture arranged in a home?

- Write essays on topics such as centralization in French life.

- Read about the widespread influence certain French provinces have had on world history due to their independent, or semi-independent, status for hundreds of years; the important role some of them played during the Allied invasion of France in World War II.

- View pictures of French parks and explain how they are different from English or American parks.

- Draw maps of France showing roadways, mountains, rivers, cities, and/or provinces.

- Discuss the difficulty of translating from one language to another without change in meaning.

  Example: A *jardin* looks quite different from a yard. A *maison* looks quite different from a house. *Blue* has different connotations in French and English.

- Make a calendar showing French holidays.

- Research and report on how the French observe various holidays. (e.g., *Poisson d'avril*)

- Research how the French spend their vacations. Locate the popular resort spots. Give oral reports on the way leisure time is spent.

- Temporality

  - Explore the 24-hour official system.

  - Consulting a train timetable in French or a schedule of French television programs, both of which will give times in official terms, answer questions about them using conversational terms for time expressions.

Example: *A quelle heure le train pour Lyon part-il?*

Le train pour Lyon part à deux heures.

- Education

  - Compare and contrast the French educational systems with the American system starting with the *école maternelle,* touching on the various possible educational tracks and moving on to the *baccalauréat* and its importance in French students' lives.

  - Prepare a bulletin board or poster to illustrate a progress report from a French *lycée.*

  - Explore the French university system, the changes that have occurred since 1968, and the reasons for those changes.

- Work and Recreation

  - Investigate the world of work in the French-speaking world. Compare and contrast the opportunity for French and American teenagers to get jobs; the horizontal as well as the vertical mobility of workers; the strength of the bureaucracy and their preoccupation with paper-work (*paperasserie*); the role of the unions; the compartmentalization of jobs.

    Example: If a bank employee in charge of cashing travelers' checks has more customers than he or she can handle, will another employee who isn't busy start cashing travelers' checks?

  - Research the benefits derived from belonging to unions and their influence on the vacation time of the French; the effect vacation has on the highways.

  - Investigate the importance of camping, of roughing it, of bicycling, and driving during vacation time.

  - After viewing a film, make a comparison between a French park and an American park: lay-out, facilities for adults and children, landscaping.

  - Complete an outline map with the major cities, provinces, mountain ranges, rivers, and boundaries of France.

- Prepare a report on sports in France and accompany it with a map showing the route of the *Tour de France,* the layout of a soccer field, and equivalent terms for American sporting events where equivalents exist.

- Communication

  - Complete official forms (*une fiche d'hôtel, une carte d'identité, un chèque)* using appropriate terms and giving correct information.

  - Using play French currency, purchase items depicted on index cards with prices given in francs and centimes. Pictures may be cut from French magazines and the cards prepared by students in advance.

  - Explore ads in newspapers for birth announcements, engagements, weddings, and obituaries. Let each student prepare a *faire-part.*

  - Prepare ads for a two-bedroom apartment with private bath, using the accepted abbreviations.

  - Examine French newspapers to discover such things as the prevalence of crime in France, the number of automobile accidents on French highways, French interest in world events, and the importance of literature and the fine arts in France.

  - Give a report on French television programs: the number of channels, opinions as to the quality of the programs, and the funding of the programs (commercially supported versus government sponsored.) Discuss the advantages and disadvantages of these two approaches.

- Politics and Laws

  - Describe the government, the political parties, and the role of the president and the prime minister. Who is the president today? How do the elections take place? How is campaigning done? Compare the French system to ours.

  - Explain the administrative divisions of France. Research the past importance of some of its provinces.

  - Name some great French figures, some lesser figures, and some notorious figures. Give oral reports on explorers, scholars, historic figures varying from Vercingetorix to Valery Giscard d'Estaing, and authors, painters, and composers.

- What is a *flic*? What is the attitude towards the *flics*? What is a *gendarme*?
- Present an oral or written report comparing the judicial systems of the United States and France.
- Prepare a report or a poster display showing the influence of Montesquieu on the American system of government.
- Explore social legislation, medical care, medical institutions, hospitals, and penal institutions.
- Investigate the privileges accorded to senior citizens (*le troisième âge.*)

- Metric System
  - Chart the temperature each day for a week, using the Celsius scale.
  - Make a chart of personal body dimensions and clothing sizes, using the metric system.
  - Cook dishes, using French measurements.

The cultural learning activities on pages 5-12 that may have taken place in English during Level I and partly in French in Level II, should be almost entirely in French in Level III. Moreover, topics that were explored on the surface in Levels I and II may be explored to a greater depth in Level III.

An additional learning objective in Level III will be the study of literature. While older literary periods offer many valuable poems and short stories, contemporary literature is of particular interest because it frequently portrays contemporary lifestyles. It should be remembered that literary interpretation need not be a major part of literature learning. Rather, students can participate in affective learning activities; e.g., situations, open-ended sentences, interviews, mini-poems, all based upon the literary reading in order to incorporate it into their experience.

The principal cultural topics to be studied are listed on pages 5-12. Additional activities may be chosen from among the following:

- Identifying cultural characteristics, objects, and music
- Demonstrating gestures and daily interaction patterns
- Participating in role playing

- Staging skits, plays, and pantomimes
- Writing scripts
- Giving recitations
- Holding discussions
- Making oral presentations
- Preparing multimedia units, slide units, slide/sound units, filmstrips, and TV shows
- Performing songs or dances
- Preparing and eating French meals
- Putting together a French newspaper
- Creating cartoons or comic strips
- Making papier mache objects and scenes
- Initiating pen pal letter exchange
- Planning trips by train, plane, bus, boat in various regions
- Drawing maps
- Making bulletin boards, collages, or posters
- Forming a soccer team or a team for other sports
- Creating situations such as getting a traffic ticket, holding a telephone conversation, or having an interaction in a bank, post office, police station, or bus station
- Writing essays and poems
- Interviewing native speakers, calling native speakers on phone
- Attending French films
- Creating and participating in affective learning activities with cultural topics

- Making Christmas cards in French
- Comparing and contrasting French/American proverbs and legends

Activities for Evaluation

Many of the learning activities listed above will serve as evaluation activities as well. Below are some additional possibilities. The students will:

- Given a series of hypothetical statements concerning any of such topics as leisure time activities, specific daily schedules, and family situations, write or respond orally "French" or "American" to indicate which is the more likely nationality.

  Example: *J'ai seize ans. Je suis élève au lycée, et cinq heures par jour, après mes classes, je travaille dans un restaurant.*

  Je sors presque toujours en groupe.

  J'ai acheté ma propre voiture cette année.

  J'ai pris rendez-vous avec Michèle. Nous allons jouer un tour en ville et manger une glace.

- Engage in role-playing activities in which verbal exchanges are accompanied by gestures appropriate to French social behavior.

  Example: Meal time situations, either at home or in a restaurant, using realia, in which customs appropriate to the French are displayed.

- Answer objective questions about geographic features of the country.
- Given a list of landmarks in Paris, correctly match a particular landmark with an appropriate written description.
- Given a map of Paris or of France and following directions given orally in French, trace a route on the map in order to arrive at a particular destination.
- Present an oral report on historical events or figures (Napoléon, La Prise de la Bastille, Henri IV, Louis XIV, François Premier, Louis Pasteur, Marie Curie, Voltaire).

- Prepare a bulletin board display of a French composer or a French artist, highlighting the times and major works.

- Given a list of major French provinces, match each province with its unique historical or traditional characteristics, or its economic significance.

- Prepare a poster showing the structure of the French government.

- After studying the *calligrammes* of Guillaume Apollinaire or selected poems by Jacques Prévert, compose a poem in French or English following the same pattern or style.

- Draw diagrams illustrating correct table settings in France.

FRENCH-AMERICAN STUDIES

Learning and Evaluation Activities

The students will:

- On a map of the North American continent, locate major French settlements of the American colonial period.

- Given a list of French explorers of the North American continent, match them with the areas they explored.

- Make a model of the Battle of Yorktown, showing positions of the American and British armies and DeGrasse's French fleet.

- Research the background of the French settlers: their political views, their philosophy, and their reasons for leaving the old country. Zero in on one or two specific groups and trace their journey.

- Research conditions, modes of living, and the reasons for failure of certain French-American cities and communes.

- Trace the genealogy of certain families through archives, readings of court-house documents, and brass rubbings (or other forms of rubbings) of old cemetery markers. This will have special importance in areas where French settlements have existed.

- Follow the routes of Marquette and La Salle on a map and compile lists of places bearing French names.

- Report on the ideas of the French philosophers Voltaire, Montesquieu, and Rousseau and what effect these ideas had on the founding of the United States government.

- Report on other French people who have influenced life significantly in the United States.

  Examples: Gabrielle "Coco" Chanel, Alfred Binet, Jacques Cousteau

- Make a map of Texas, showing place names that show French influence.

- Research the settling of Castroville, D'Hanis, La Réunion, and other settlements extinct or still existing in Texas. Find the reasons for the failure of La Réunion.

- Research the domestic political situation in the years 1830 to 1870, for instance, and its influence on the arrival of the settlers in the United States.

- Trace French influence by:

  - Doing etymological studies of English words to discover which kinds of words came into English through French.

    Examples: legal terms, high military ranks, meats, ballet terms

  - Listing French cooking and menu terms used in English.

    Examples: sauté, soufflé, soupe du jour, mayonnaise

  - Listing names of fabrics which came from French.

    Examples: denim, suède, grosgrain, piqué, chambray

  - Demonstrating ballet steps and giving their French names.

  - Studying maps of the United States and compiling lists of French place names. Explain the origins of the names of the following United States cities. Is there an explanation for each name?

    Detroit Joliet Mobile Baton Rouge St. Louis

SKILLS—LEVEL I

LISTENING

For many years the skill of listening comprehension in foreign language learning has tended to be both neglected and misunderstood. Because listening comprehension was often regarded as a passive skill, little was done to foster it in any identifiable way. It was simply assumed that, given the passive nature of the act of listening, the skill would somehow just develop. Recently, however, some writers have begun to question these views. At the same time recent work in psycholinguistics has highlighted the complexity of the act of listening comprehension and has shown that listening is a highly active process.

Learning Objectives

At the termination of Level I, students will recognize all French sounds and comprehend any oral recombination of familiar material expressed with the rhythm, stress, intonation, and speed characteristic of conversational speech on topics such as:

- Teenagers
- Food
- The family
- Recreation
- Sports
- The French-speaking world
- Education

The students will:

- Perceive sound differences between their native language and French, whether listening to familiar or unfamiliar material (*doux*/do; *loup*/Lou; *mit*/me)
- Discriminate among two or more foreign language utterances based on the sounds they hear, whether listening to familiar or unfamiliar material (*rue/roux, fasse/phase*)
- Recognize liaisons and elisions, and comprehend meaning when they occur

- Recognize stress, rhythm, and intonation patterns of French (statement, command, question)

- Recognize changes in meaning caused by minimal modification of word forms (*le/les; il lit/ils lisent; grand/grande; ma/mes*)

- Recognize structure signals: subjects; singular or plural forms; and object pronouns

- Recognize cognates

- Comprehend the most common commands, directions, or instructions used in the classroom (*répétez; écoutez; taisez - vous; trouvez la page 45; à la ligne 12*)

- Understand statements and questions of informal and personal nature as evidenced by an appropriate response (answering correctly true-false questions; drawing a figure from oral French instructions)

Learning Activities

The students will:

- Upon hearing a series of words chosen for their value in listening discrimination, indicate whether each word is English or French by either writing or saying *anglais* or *français*

	for vowel discrimination:		for stress:	
Example:	bell/*belle*	to/*tu*	television	*télévision*
	sell/*sel*	meal/*mille*	institution	*institution*
			garage	*garage*

- Upon hearing a series of contrasting pairs of French words chosen for vowel and/or consonant discrimination, circle on their answer sheets the word they hear:

Example:	*tout/tu*	*deux/doux*	*neuf/noeud*
	vous/vu	*sel/seul*	*pas/bas*

- Upon hearing a statement, question, or exclamation, write on their answer sheets the appropriate punctuation: period, question mark, or exclamation point

- Upon hearing a series of sentences, write *singular* or *plural, masculine* or *feminine* on their papers

  - Demonstrate comprehension of noun markers
    Le garçon me cherche. /Les garçons me cherchent.

    La dame chante. /Les dames chantent.

  - Indicate comprehension of changes from singular to plural

    Il vient. /Ils viennent.

    Elle prend l'autobus. /Elles prennent l'autobus.

  - Demonstrate recognition of masculine and feminine forms

    Le mien est joli. /La mienne est jolie.

    Il parle. /Elle parle.

- Upon hearing a sentence with a noun subject (or object), repeat the sentence substituting an appropriate subject (or object) pronoun for the noun

  Example: *La maison est jolie. /Elle est jolie.*

  Je connais Michel. /Je le connais.

- In response to oral questions based upon familiar material, reply appropriately in French. (Here, the content of the answer is more important than the structure in a pure listening activity.)

  Example: *Où habitez - vous?*

  Que préférez - vous boire?

  Que faites - vous cet après-midi?

  Tu n'aimes pas Michel? (Si, je l'aime.)

- Write correctly dictated material designed to test their sound discrimination and/or recognition of liaison or elision

- Upon hearing short dialogs or narratives drawn from familiar material, indicate whether statements made about them are true or false by circling *oui* or *non* on answer sheets

- Upon listening to a narrative recombination of familiar material, reconstruct the story in English by giving facts about it in sequential order

- Upon hearing instructions or commands given orally, respond with appropriate actions

  Example: *Simon dit, "Fermez la porte."*

- Upon being shown a picture, indicate whether a statement given orally fits the scene or action depicted by circling *oui* or *non* on their answer sheets

- Upon hearing the teacher say: *"Mettez-vous dans un cercle et parlons,"* act upon this

Activities for Evaluation

The students will:

- Upon hearing a statement and two or three possible rejoinders, select the one that best completes the idea in the original sentence

- In response to oral descriptions of a series of pictures shown simultaneously, identify the picture (A, B, or C) being described

- Respond in French to questions posed orally or give an appropriate rejoinder to a statement, request, or command. (The content of the reponse rather than the structure should be judged in a pure listening activity.)

- Write dictated material

- Given a map of Paris, follow oral directions tracing a route to a particular destination

SPEAKING

Learning Objectives

At the termination of Level I, students will produce most French sounds with reasonable accuracy, and will express simple ideas relevant to their experience with pronunciation and intonation comprehensible to the native speaker. (The capacity to produce should not be expected to equal the students' standard of aural comprehension and recognition.) Students will be able to participate voluntarily in group activities.

The students will:

- Reproduce within context the sounds for which there are no English equivalents (y/o/oe/nasals, semi-consonants) and approximate in context all French vowels without the diphthongs characteristic of American speech
- Employ the active speaking vocabulary that has been developed in the unit studies
- Express ideas orally using appropriate grammatical forms and word order
- Pose and answer questions on familiar subjects, using proper intonation for statements
- Vary responses according to situations (negative, positive, command)
- Interact in ordinary terms of politeness; participate in directed dialogs
- Use certain familiar classroom expressions to indicate that they have a question, do not understand, or cannot hear
- Create simple conversation made up of the recombination of familiar material
- Be able to answer, restate, and question in a way appropriate to age, maturity level, and capacity
- Produce short sentences with correct stress, intonation, rhythm, liaison, and elision

Learning Activities

The students will:

- Given a sampling of contrasting pairs, pronounce and imitate correctly

  Examples: *du/doux* *dessus/dessous*
  neuf/noeud *que/qui*

- Imitate and pronounce words similar in meaning and spelling in English, but different in pronunciation

  Examples: *banal* *société*
  double *belle*
  international *téléphone*

- Answer simple questions and/or statements with correct intonation and stress

  Examples: *Où vas-tu? Je vais à l'école.*

  Marie est en classe. Est-elle en classe?

- Expand simple sentences within the limit of familiar material with correct intonation and stress

  Example: *Mon père a une maison.*

  Mon père a une grande maison.

  Il a une grande maison verte.

  A-t-il une belle maison?

  Toute la famille habite la grande maison de mon père.

- Respond to questions based on dialogs, texts, slides, and visuals

- Ask questions with interrogative words, with correct intonation and stress

  Examples: *Qui a une maison?*

  Quelle heure est-il?

  Que voulez-vous faire?

- Put simple sentences in the negative form

- Put simple sentences in the negative-interrogative form

- Produce short skits drawn from familiar material using the correct etiquette of everyday life in France

- Describe a house for which a floor plan is given

- Draw plan (on chalkboard) and describe family home

Teenagers are quite naturally interested in themselves and their peers. For the purpose of developing awareness of self and others and of involving all students, an informal seating arrangement might be used effectively in the following exercise:

- The students will make rejoinders:

  Examples: *Je suis (nom.) Qui es-tu?*

  Je suis John. Oui, tu es John. Tu es Jean. En anglais John; en français Jean.

  (Continue with two to three students, then change the question. Point and gesture.)

  Demande-lui qui il est/qui elle est.

  Qui es-tu?

  Je suis Marie.

  Je suis professeur. Tu es élève.

  Es-tu professeur ou élève?

  (The teacher may want to make a chart depicting various roles, interests, and activities. The teacher will supply new vocabulary words as students need them to describe themselves and others.)

  Où êtes-vous heureux (heureuse?)

  Qu'aimez-vous faire?

  Quand êtes-vous fatigué: à 7 h. du matin;

  à 3 h. de l 'après-midi; à 10 h. du soir?

- Students will complete a sentence given by the teacher.

  Examples: *Je suis content (contente) quand. . .*

  J'aime. . .

  Pour être bon (bonne) élève, je dois. . .

- One student will ask another student:

  Que veux-tu devenir? Je veux devenir cycliste.

  As-tu changé d'idée? Non, pas du tout.

Activities for Evaluation

The students will, through repetition, substitution, conversation, sentence modification, response, and translation drills:

- Repeat sentences of varying lengths
- Given a simple sentence, manipulate and repeat with correct pronunciation, intonation, and stress
- Given a simple sentence, replace nouns with pronouns

  Examples: *Marie et Jeanne...*

  Marie et Jeanne, elles ne le font pas.

  Je mange la pomme.

  Je la mange.

  Je ne la mange pas.

- Change statements into questions, using inversion whenever possible

  Examples: *Je suis assis dans la salle de classe. Est-ce que je suis...?*

  Jeanne va au cinéma. Va-t-elle au cinéma?

- Give an affirmative form for each negative and/or interrogative sentence
- Make a rejoinder to a statement, request, or question
- Describe visual situations
- Take a role in dialog or skit using familiar material
- Engage in role playing

Criteria for evaluation are also innate in learning objectives, and methods of evaluation should parallel learning activities. Grading will be done according to criteria set by the teacher.

READING

Learning Objectives

At the termination of Level I, students will read with comprehension and without translation passages composed of learned structures and vocabulary, with a limited number of unfamiliar cognates and words easily understood from context.

The students will:

- Recognize, within the limits of grammar studies, changes in meaning caused by modification of structure
- Read aloud correctly sentences containing learned elision and liaison patterns
- Read aloud with pronunciation, intonation, stress, and rhythm comprehensible to a native speaker both familiar and unfamiliar words, phrases, and sentences
- Read in French sounds or sentence patterns without interference from English

Learning Activities

The students will:

- Read passages silently while listening to them being read aloud on tape or by the teacher
- Read aloud words and sentences previously learned orally
- Read aloud unfamiliar words containing familiar graphic symbols
- Given a series of items, each consisting of a word plus a series of three other words, determine which one of the three has a vowel sound identical to the vowel sound in the first word

  Example: *tante* - A) *daim* B) *prend* C) *tient*

- Given an oral stimulus, indicate on a chart which word was heard

  Example: *ton* - A) *tend* B) *ton* C) *teint*

- Match French words with their English cognates in sentences or in isolation
- Divide written words into syllables and indicate whether the vowels are open or closed
- Practice reading passages, then answer questions or complete statements by choosing the correct one of several given responses
- Answer questions based on the content of a passage they have read
- State the main point of a passage they have read
- Determine whether statements pertaining to a passage read are true or false
- Arrange in sequence lists of events that occurred in a passage read
- Summarize passages read
- Match groups of written sentences with their logical rejoinder
- Given words spelled identically in English and French, give the French pronunciation
- Record their own voices by reading passages along with a taped model in order to compare pronunciation, intonation, stress, rhythm, elision, and/or liaison
- Read aloud so that the teacher can point out mistakes in pronunciation, intonation, stress, rhythm, elision, and/or liaison
- Given a list of a group of similar objects, choose the one that does not belong

  Example: *radis, laitue, poire, haricots*

Activities for Evaluation

The students will:

- Read aloud with comprehension and without translation recombinations of vocabulary and structure studied
- Read in meaningful breath groups
- Given a passage derived from the recombination of familiar material,

answer a series of questions (multiple choice, true/false) based on content

- Match written words with drawings of the objects, actions, or qualities they name
- Having read a passage, answer questions or complete statements by choosing the correct one of several given responses
- Having read an unfamiliar passage containing familiar vocabulary and structures, demonstrate comprehension by using proper breath-groups in reading aloud
- Having read a passage, respond orally to questions posed by the teacher, or by other students
- Given a passage of familiar material, read aloud with reasonably accurate pronunciation, intonation, rhythm, liaison, and elision

Evaluation activities will encompass in some cases more than one learning objective and learning activity.

WRITING

Learning Objectives

At the termination of Level I, students will write correctly those structures and items of vocabulary that they have learned to produce orally; they will write simple sentences on topics within their experience, spelling correctly from memory.

The students will:

- Capitalize, punctuate, and use the accents necessary to produce the right phonemes
- Spell and use correctly in written context a variety of vocabulary items
- Write sentences from dictation with correct spelling in which a variety of sounds and grammatical structures are included
- Express in recombined form simple ideas of their own in written narrative form, using expressions and structures previously learned orally
- Perform according to French convention: complete available official forms, applications, questionnaires, and follow schedules

Learning Activities

The students will:

- Practice writing from dictation groups of words that have different spellings but that represent the same sounds

Example:				
	rencontrer	*la main*	*en*	*fête*
	billet	*le vin*	*l'an*	*aimer*
	vous mangez	*plein*	*septembre*	*septembre*
	j'ai	*la faim*	*comment*	*père*

- Practice spot dictations, using familiar material

  Example: (Student has a copy of the following paragraph with blanks left for the underlined words. From dictation, student fills the blanks, spelling from memory.)

  Aujourd'hui, c'est mon anniversaire. Paul et Pierre viennent me voir. Ils apportent un cadeau. C'est un nouveau cardigan. Nous nous amusons bien. Nous regardons la télévision et nous prenons des photos. Nous mangeons de la glace.

- Practice writing vocabulary words in response to picture cues, giving articles with nouns to indicate gender

- Cued by flashcards in English, practice vocabulary by writing the French equivalent for words and expressions (nouns, adjectives, adverbs, and prepositions) by making combinations and by completing simple sentences

- Label pictures that contain vocabulary items

- Write sentence captions to go with various pictures and cartoons

- Rewrite pattern drills, making simple substitutions (subject pronouns, verbs, gender, number, and tense)

- Rewrite in proper word order scrambled sentences derived from memorized or well-practiced material

  Example: *Il/chaud/aujourd'hui/fait*

  Il fait chaud aujourd'hui.

- Write sentences from a series of elements given in proper order, but requiring a choice of form—no additional elements required

  Example: *Maman (préparent, prépare, prépares) (le, la) dîner, et les enfants sont (content, contente, contents).*

- Write sentences from a series of elements in proper order, but requiring a change in form and requiring the addition of articles and some connective words

  Example: *famille / aller / France / l'été / prochain*

  La famille va en France l'été prochain.

- Perform exercises in forming questions with common question words: *où, pourquoi, qui, quand, qu'est-ce que, combien, quel, comment*

- Practice writing answers to personalized questions

  Example: Teacher: (indicating a student) *Marie, où vas-tu après l'école?*

  Marie: *Moi, je vais à la maison.*

  Teacher: *Qu'est-ce que tu fais quand tu y arrives?*

  Marie: *Je prends une pomme et je regarde la télévision.*

- Practice writing full sentence responses to questions based on reading material or on dialogs that have been memorized or practiced orally

- Practice recombined material with personal application in response to questions based on reading material and dialogs

  Example: *A quelle heure dînez-vous? Nous dînons à six heures.*

  Qui prepare le dîner chez toi? Maman prépare le dîner.

  Tu prépares la salade quelquefois? Qui, je la prépare souvent.

- Practice recombined dialogs written by students in groups of two or three and present them to the class after corrections are suggested by the teacher

- Practice describing pictures and cartoons that contain elements of material being studied. The teacher will accept any sentence that is grammatically correct and that says something true about the picture.

- Practice writing two- and three-sentence paragraphs, describing some aspects of their lives, using structures and vocabulary within their learning experiences

  Example: *J'ai quatorze ans. J'habite à Houston (Dallas, Austin, Fort Worth). J'aime aller à l'école. La classe de français est ma classe favorite!*

- Practice completing various types of official French forms, questionnaires, and checks, according to conventions

Activities for Evaluation

Evaluation is innate in the learning objectives and activities. If the students can indeed perform the tasks set forth in those categories, they have been successful. Further suggestions for the evaluation of writing achievements follow:

The students will:

- Take dictation from familiar or recombined material (either spot dictation or full sentence dictation), spelling correctly from memory and using appropriate grammatical forms

- Label pictures containing a variety of vocabulary items that they have studied, spelling correctly from memory and supplying articles where needed to indicate gender

- Write correct sentences from a series of elements given in order, but that require changes of form and the addition of connective words

- Expand sentences by inserting in the appropriate form and location words indicated in parentheses, making all necessary changes.

  Example: *Sa soeur est vraiment très belle. (frères)*

  Ses frères sont vraiment très beaux.

- Rewrite a paragraph, substituting plural pronouns for singular ones and making all necessary changes

- Write correct sentences from a series of sentence elements that require changes of form in some elements and the addition of some connective words

- Using a list of teacher-prepared questions as a guideline, write paragraphs reflecting situations, structures, vocabulary, and patterns within the range of their experience and practice

- From pictures, cartoons, cr suggested topics, write a short dialog that reflects the theme or spirit of the situation represented

- Write in narrative form a description of a picture that portrays a scene related to past lessons or situations studied and practiced orally and in writing

SKILLS—LEVEL II

LISTENING

Learning Objectives

At the termination of Level II, students will comprehend oral recombinations of familiar materials expressed at near-native speed in passages of greater length and complexity than those of Level I. Listening skills at termination of Level II will be more directly measurable by the students' ability to engage in spontaneous conversation, recombining learned materials to conform to desired personal expression.

The students will:

- Discriminate with greater accuracy among French sounds (especially those that are similar) heard in the context of words or sentences

  Example: *Ne bougez pas/Ne bouchez pas*

- Associate with greater accuracy the sounds they hear with the graphic symbols they represent

- Comprehend longer conversational passages based on vocabulary and structure previously studied and featuring a variety of voices of native speakers

- Comprehend spoken passages of greater length and complexity, derived from topics studied and employing vocabulary and grammatical forms previously learned

- Understand common classroom instructions and explanations of grammar and structure given in French

- Identify pronunciation errors and types of faulty sound production which cause them (misplaced tongue position, relaxation of lips)

- Understand questions of an informal and personal nature

- Comprehend, through sensible guessing and repeated listening, the main point of a passage that contains some familiar vocabulary

Learning Activities

The students will:

- Summarize, using appropriate vocabulary and grammatical forms, narrative or conversational passages presented orally

- Answer questions based on the content of passages or conversations presented orally

- Given two or more words or sentences, indicate on a prepared answer sheet the word or statement heard

  Example: Circle the letter of the word or statement you hear:

  A) *daim* B) *dans* C) *don*

  A) *J'ai peur pour vous.* B) *Je pleure pour vous.*

  A) *Elle est allée à l'école* B) *Elle allait à l'école*

  C) *Elles allaient à l'école*

- Given a word plus a series of three other words, indicate on a prepared answer sheet which of the three has a vowel sound identical to that of the first word

  Example: *parfum* - A) *daim* B) *dent* C) *d'un*

- Working in groups, reconstruct a brief story, a newspaper item, or an advertisement (authentic if possible) by listening for key words, writing them down, and inferring from the main points of the passage

- Upon being shown a picture, indicate whether a statement given orally fits the scene or action depicted by circling *oui* or *non* on answer sheets

- Participate in discussions (guided by the teacher) of their own choice and preference. This activity can best be done in a circle, where eye contact and proximity encourage active listening and verbal communication. Although discussion must remain limited by the linguistic ability of the students, free expression can be aided by the teacher who can supply needed vocabulary items.

Suggested topics and questions:

La télévision: *Quel est votre programme favori? Pourquoi?*

Y a-t-il trop de violence dépeinte sur la télé?

L'avenir: *Quel sera votre avenir? Consultez-vous votre horoscope tous les jours? Y a-t-il de vrais prophètes?*

- Upon hearing a statement and two or three possible rejoinders, select the one that best completes the idea in the original sentence
- Make a recording with a taped model and, upon comparing the two, identify errors in pronunciation, intonation, stress, rhythm, elision, and liaison
- Upon hearing reports, stories, or conversations given by classmates, singly or in groups, pose questions based on what they have heard
- Participate in discovery games that require a series of questions and full comprehension of the responses to gain more and more precise information on an unknown subject (a famous person, an object, a favorite animal). Students may be instructed to pose questions with opposing elements in order to gain specific information quickly.

Example: *Est-ce que c'est un être humain ou un animal?*

Est-ce qu'il est mort ou vivant?

Pour aller à la poste la plus proche, faut-il tourner à droite ou à gauche à la prochaine rue? (more effective than, *Où est la poste la plus proche?)*

Activities for Evaluation

The students will:

- Given a choice of several words or sentences written on answer sheets, indicate the one word or statement heard orally
- Upon hearing a statement and two or three possible rejoinders, select the one that best completes the idea in the original sentence
- Answer true-false questions or multiple choice questions based on the content of a passage heard orally

- Respond orally to questions posed in French, or give an appropriate rejoinder to a statement, question, or command

- Participate in the types of class discussions described in the learning activities, responding with their personal feelings to the comments and questions of their classmates

- After hearing a narrative passage, reconstruct the events, arranging in sequential order the numbers of a set of sketches depicting the events of the story

Although several of the preceding activities involve more than the single skill of listening, teachers are encouraged to judge students on the content of the student response rather than on structure, when a pure evaluation of listening is desired. Listening skills may also be informally evaluated through teacher observation of the student's daily responses in the classroom and their interaction with other students in group activities.

SPEAKING

Learning Objectives

At the termination of Level II, students will have refined the production of most French sounds, will be able to generate their own sentences, will be able to engage in free conversation of limited scope, will participate more fully in "circle activities" (this is still a voluntary exercise), and will demonstrate oral skills more nearly equal to their aural recognition and comprehension.

The students will:

- Reproduce within context, with more accuracy than in Level I, the sounds for which there is no English equivalent and will improve on the French vowels which engender the diphthong characteristic of American speech

- Employ imaginatively the active vocabulary that has occurred in the units studied

- Express and generate sentences using grammatical forms appropriate to the units of Level II

- Refine the intonation, rhythm, stress, and flow for statements, questions, answers, and/or combinations

- Vary responses with greater facility, spontaneity, and originality

- Recognize whether production of sounds and appropriate sentence patterns are correct

- Participate in circle activities with peers to practice and improve command of the spoken language through interaction of greater length and complexity. Here, considerable care must be used to avoid the superior students' dominating the activity.

Learning Activities

At Level II, the teacher can gradually guide the students to a point where they can begin to practice speaking as frequently as possible while reviewing their performance.

The students will:

- Respond to questions and make rejoinders if necessary

- Read familiar material fluently and give an oral résumé of the basic ideas

- Read new material to practice the production of certain sounds

- Practice reading new materials in order to develop the skill of accuracy and rapidity in the association of the sounds of the language with the printed word. (Words that present great difficulty are English cognates pronounced differently in French.)

- Practice with stem sentences:

  Examples: *Si j'avais de l'argent, je. . .*

  Si j'avais le temps, je. . .

  Pourquoi? Parce que. . .

- Retell in first person a narrative told in third person

- Discuss with peers ideas and concepts encountered in daily life, on television, and in current events within the framework of linguistic ability

Activities for Evaluation

The same methods used in Level I for evaluation of the communicative skills will be employed in Level II, using materials of greater difficulty. In addition, other skills may

be incorporated in the evaluation process, just as they have been in the learning activities. Isolation of the speaking skill for pure evaluation, however, should not have the students be dependent upon understanding spoken or written French.

The students will:

- Check pronunication, intonation, and fluency by having groups of students hold a conversation in front of the class
- Evaluate speaking by using visual charts of action, places, and things as stimuli, or by asking general questions on health, age, weather, or time
- Listen to a recorded newscast, shortwave radio broadcast, or literary recording and ask and answer questions on the content

READING

Learning Objectives

In Level II, students will learn to read longer passages containing more complicated sentences and a larger vocabulary than they read in Level I. They will read with comprehension and without translation passages made up of learned structure and vocabulary with some additional words whose meaning they will be able to guess from context or from kinship with known English or French words.

The students will:

- Read aloud with correct pronunciation any written word other than irregularly pronounced proper names
- Read passages of familiar and recombined materials with facility.
- Read with comprehension and without translation passages containing known structure and vocabulary
- Comprehend unfamiliar words belonging to the same families as known words, such as *Hollande, Hollandais; pauvre, pauvreté; arrivée, arriver; lent, lentement, ralentir*
- Comprehend cognates of English words
- Make intelligent guesses of the meaning of unknown words from context

Learning Activities

The students will:

- Read aloud unfamiliar words
- Read passages aloud to practice fluency
- Answer questions based on the content of a passage read
- Answer questions or complete statements based on a passage read by selecting the correct one of several responses
- Summarize a passage read
- Play games such as Hollywood Squares using questions based on a passage read
- Define unfamiliar words belonging to the same families as known words
- Following a given pattern, complete or combine sentences to practice the use of word families

  Examples: 1. *Il vient d'Angleterre. Il parle anglais.*

  2. *Le train arrive à 19 h.*

     L'arrivée du train est à 19 h.

- Match French words with their English cognates
- Explain the meaning of unfamiliar words guessed from context
- Select from a given list the meaning of unfamiliar words whose definition has been derived from context

Activities for Evaluation

The students will:

- Read passages aloud fluently and with correct pronunciation and intonation
- Demonstrate, by one of the following means, comprehension of a passage read containing familiar structure and vocabulary plus additional words the

meaning of which can be derived from context clues or from their kinship with known words:

- Answer questions based on the passage
- Complete statements about the passage by selecting the correct one of several responses
- Summarize the passage

WRITING

Learning Objectives

In Level II, students will continue to write guided composition based on material they have read and practiced orally. The compositions will be progressively longer, will contain more complex structure and vocabulary than those used in Level I, and will encompass more expressions of personal opinions and feelings of the students. To demonstrate the skill of writing, students will:

- Write the graphic symbols with more consistent accuracy than in Level I
- Write from dictation text material previously learned or examined for details of the written form
- Capitalize, punctuate, and use accents easily and accurately
- Write short paragraphs in narrative and dialog form

Learning Activities

The students will:

- Participate in spelling bees at the chalkboard to practice spelling vocabulary words
- Rewrite progressively longer narratives in dialog form and present them as skits before the class

Example: *Didier et Anne décident de faire un pique-nique. Ils inviteront Bernard et Sylvie d'y aller avec eux. Anne apportera des sandwichs. Bernard apportera de l'orangeade, et Didier apportera des fruits. Sylvie ne peut se décider ce qu'elle va contribuer, donc elle décidera plus tard, et son panier*

contiendra une surprise pour les autres.

Didier: *Qu'est-ce qu'on va faire dimanche prochain?*

Anne: *S'il fait beau on pourra faire un pique-nique.*

Didier: *Quelle bonne idée: Veux-tu inviter les autres?*

Anne: *Oui. Sylvie et John sont toujours agréables.*

Didier: *Invitons plutôt Sylvie et Bernard. Je crois que Jean a déjà autre chose à faire.*

Anne: *D'accord. Veux-tu téléphoner à Bernard?*

Didier: *Oui, et...* etc.

- Rewrite dialogs in narrative forms; memorize and recite them before the class. (Reverse procedure in example above.)

- Practice writing pattern and structure drills with person and number subject substitutions, making all necessary changes

Example: Paul: *Je suis plus petit qu'un éléphant.*

Anne: *Paul est plus petit qu'un éléphant.*

Paul: *Anne est plus petite qu'un éléphant.*

Les enfants sont plus petits qu'un éléphant.

- Practice writing scrambled sentences in correct order

Examples: */Mariane / après / va / une / chez / l'école / amie/*

Mariane va chez une amie après l'école.

/chat / gôuter / donne / son / Bernard / toujours / au/

Bernard donne toujours son gôuter au chat.

- Write questions that might be posed in order to provoke a given response

Example: Given: *Nous sommes allés en ville samedi, mon ami et moi.*

Questions:

- *Qui est allé en ville?*
- *Quand êtes-vous allés en ville?*
- *Avec qui êtes-vous allés en ville?*
- *Où êtes-vous allés samedi?*

- Write exercises learned orally, replacing noun objects that have been underlined, with appropriate pronoun objects, properly positioned

Example: *J'ai acheté les fleurs pour maman.*

Je les ai achetées pour maman.

J'ai acheté les fleurs pour maman.

Je lui ai acheté les fleurs.

J'ai acheté les fleurs pour maman.

Je les lui ai achetées.

- Write narrative paragraphs by answering a series of questions

Example:

Questions: *Comment t'appelles-tu?*

Où habites-tu?

Tu es blond(e) ou brun(e)?

Tu aimes danser? chanter?

Tu as un chien? un chat?

Tu vas à l'école? etc.

Paragraph: *Je m'appelle Jean-Paul. J'habite en face de la pharmacie. Je suis brun. J'aime danser et chanter, tous deux. Je n'ai ni chat ni chien, mais j'ai deux frères.* etc.

Activities for Evaluation

The students will:

- Listen to a short dialog and rewrite it in narrative form
- Read a narrative passage and rewrite it in dialog form
- Substitute cue words (subject, verb) in a short paragraph, making all other necessary changes
- Make complete sentences from elements in appropriate form that are given in incorrect word order
- Make complete sentences from elements given in correct order but that require the choice of verb forms and tense and the additions of connective words (articles, prepositions)
- Write a dialog based on a series of pictures or cartoons that illustrate a story
- Given a statement, write three questions that might be asked to provoke the statement, using two question forms for each
- Complete sentences in which the verb is omitted and the infinitive supplied and write the correct verb form in the appropriate tense
- Rewrite sentences in which noun objects, direct/indirect, have been underlined, using the appropriate direct or indirect object pronouns to replace the noun objects
- Describe in writing a scene represented in a picture
- Write a short narrative to describe what is taking place in a series of pictures or cartoons

SKILLS--LEVEL III

LISTENING AND SPEAKING

Learning Objectives—Listening

The development of the listening skill in Level III accentuates less the ability to understand the isolated segments of an utterance and more the capability of working with meaning in extended speech. Students will comprehend a great deal more than they are able to reproduce orally; consequently, the range of speech content will be considerably broader than that of Levels I and II. This content, which will include both live and recorded speech of varying accents, will permit a broader range of topics for listening comprehension activities than is possible at the level for speaking. To demonstrate these skills, a student will:

- Differentiate and comprehend all the sounds of the language at a conversational tempo
- Comprehend short conversations and narrative passages based on familiar situations
- Comprehend the general sense of an unfamiliar context
- Comprehend narrations of increasing length and structural complexity
- Understand standard French spoken by persons from more than one linguistic area or background

Learning Objectives—Speaking

In Level III, students will refine their pronunciation of individual French sounds in isolation to a near-native level, and the pronunciation of longer utterances will demonstrate an increasing knowledge of French intonation patterns, stress, and other suprasegmental phonemes. The students will be able to participate actively in free conversation of a broader scope than that of Levels I and II and will be able to generate conversations on reasonably familiar material. To demonstrate these skills, students will:

- Produce each sound of the French language nearly perfectly in isolation
- Show increasing control of pronunciation, stress, accent, and intonation in extended speech

- Participate in conversations with some spontaneity and originality, both in initiating and responding to speech

- Express and generate sentences using grammatical forms appropriate to the units of Level III

Learning Activities

Practice in listening and speaking for Levels I and II was limited principally to activities such as imitation, pronunciation, syntactic drills, dialog-narrative recitation, and communicative exchange of minimal proportions. During Level III, a shift of emphasis from the classroom type of conversation to more realistic everyday communication needs will be evident. Since the reading skills will occupy a large part of the time in Level III, listening-speaking skills should be frequently practiced in conjunction with reading, and most classroom activities will be based on the reading selections.

To develop listening and speaking skills, the students may engage in activities such as the following:

- Listen to recordings of textbook materials

- Listen to oral reports, skits, and anecdotes

- Listen to recordings of informal native speech, radio and television broadcasts, films, filmstrips, and tapes

- Engage in conversations and class discussions, generated from questions and answers, on reading selections

- Converse informally with guest speakers appearing before the class

- Participate in skits or plays, expressing proper intonation for emotions

- Report on articles, advertisements, and features from newspapers and magazines

- Summarize orally familiar scenes from a play, recordings, anecdotes, and cartoons

- Explain orally how to do something, such as play a sport or pursue a hobby

- Participate in oral pronunciation and structure drills

Activities for Evaluation

The students will:

- Answer multiple-choice or true-false questions on unfamiliar recorded material (oral or written response)
- Respond to short-answer completion questions on familiar recorded material (oral or written response)
- Make recordings of pronunciation and structure drills
- Underline the best of several oral sentence completions
- Report on classroom materials or events
- Report on or summarize topics presented by speakers from a variety of linguistic areas or backgrounds

READING

Learning Objectives

After experience in Levels I and II with carefully selected and graded materials, students at Level III will now be exposed to items written for the average native French reader. The items will include reports, newspaper articles, descriptions, biographies, essays, poetry, short stories, novels, and plays.

Reading can be taught on two levels: extensive and intensive. In extensive reading assignments, students will learn to read rapidly and accurately for general information, such as identifying the main idea, the general topic, or the mood. By repeated exposure to the text through a number of problem-solving activities, the students willl comprehend the text in general terms without resorting to translation. Intensive reading assignments will help the students to acquire new active vocabulary and to learn reading comprehension skills to extract more specific information from a particular well-suited short text or paragraph. To demonstrate these general or specific skills, students will:

- Categorize
- Visualize
- Identify sequences and relationships

- Apply inferential reasoning

Examples for each of these categories can be found in the following learning activities.

Learning Activities

The students are trained in comprehension skills or problem-solving skills, using inferential, evaluative, and critical reasoning as the primary tools. In an extensive reading assignment using a problem-solving approach, the students can do the following activities listed in order of difficulty:

- Select three to five sentences (depending on length of assignment) that pinpoint the main events or give a general idea of the text
- Find one sentence or word that illustrates the main idea of the material read
- List words or phrases that fit into meaningful categories, e.g., adjectives that describe a city, a person, or an event and, when evaluated, give further clues about the story:
    - concrete vs. abstract adjectives
    - subjective comments vs. objective statements
    - verbs describing actions vs. thoughts; motion vs. rest
    - the environment or habits of one person vs. those of another
    - wishful thinking vs. concrete actions
- Identify words that refer to a theme, such as education, politics, war, or work
- Draw pictures of characters, objects, or scenes, or match phrases to pictures
- Draw before-and-after pictures to contrast an initial with a final situation in a story
- Draw road maps, city maps, or timelines to locate places, objects, or events in proper relation or sequence to one another
- Cross out word phrases and sentences that are not essential in understanding the main idea. This might be in preparation for writing a summary.

- Match words or phrases in the story with other phrases or words in the same text that are close in meaning

- Identify words or phrases in particular grammatical categories; e.g., the past tense verbs in a story that could illustrate when a flashback started and ended, or to illustrate background information

- Underline and identify *qui?, quand?, comment?, où?,* phrases to help students see units of meaning in the story and avoid phobia of longer sentences

- Guess in cloze reading every tenth word in a passage, which will have been intentionally deleted. (Cloze reading is practiced by any native reader who understands a telegram, a tear-stained letter, a bad copy of an old document, or other faulty-written material that requires a certain amount of prior knowledge of content matter.)

- Evaluate categories or words that might reveal contrasts between a noisy and silent environment; a happy or unhappy activity; a religious or secular leaning; or a symbolic vs. pragmatic approach

- Make a list of questions the teacher is most likely to ask about the text

In an intensive reading assignment of five to 10 lines in length, the students can:

- Make a list of word families from a small number of nouns, verbs, or adjectives, e.g.,

  sembler, semblant, semblable, semblablement

- Make lists under various topics, e.g.,

  Qu'est-ce qu'on peut faire en été?

  Qu'est-ce qu'on peut voir comme touriste?

  Qu'est-ce qu'un père peut défendre à son fils/à sa fille?

- List the verbs and identify their tenses

- Identify all grammatical structures and isolate structural forms not previously learned

- Turn all sentences into negative statements

- Restate paragraph by replacing most words with previously learned synonyms
- Follow instructions to build, fold, or draw something or to complete a task
- Draw a picture of the events in the paragraph
- Render an idiomatically accurate translation of the short paragraph
- Write a description of the physical aspects of a character in the selection
- Give an oral description of a character and ask a class member to identify the person

Activities for Evaluation

By dividing assignments into extensive and intensive readings, the students know what is to be treated as passive vocabulary and what they must know actively. Most of the learning activities listed under extensive reading can also serve as evaluation activities. Specifically, the students will:

- Provide a title for a reading assignment by isolating the main idea
- Answer multiple choice questions about general content
- Answer general questions about content from memory, where the emphasis is on information rather than on grammatical accuracy. (Here, the students may be judged on the information in the response, rather than on its syntax.)
- Select from a number of pictures those that illustrate the text
- Fit one important, isolated sentence into the correct place in the reading selection
- Mark grammatical elements in a passage, e.g., comparative and superlative adjectives, verbs that require a preposition, such as *dépendre de, s'intéresser à*
- Identify whose point of view is expressed and whether it is positive or negative

- Decide whether the experience of a particular person in the story was happy or unhappy, good or bad

Using a previously studied intensive reading assignment, the students will:

- Restate the passage in a different tense
- Provide a number of words belonging to the family of a chosen word
- Supply missing words in the intensive reading passage
- Answer detailed questions from memory about content of paragraph, with emphasis on a correct information answer rather than on grammatical accuracy
- Fill in missing words in a new passage from a list of previously learned vocabulary items
- Rearrange a number of related sentences into a correct sequential order

WRITING

Learning Objectives

At this level, listening, reading, and speaking should serve the function of giving the students something to write about. No two students will be able to express themselves similarly, so that adequate allowances should be made for individual differences when assigning compositions. For controlled writing assignments (e.g., dictation, simplification of long sentences, sentence completion from memory, or rewriting of passages using as many synonyms as possible), rigid adherence to grammatical and orthographic rules should be enforced. To demonstrate the skill of writing, students will:

- Communicate freely their ideas on a subject to a native speaker, without emphasis on correctness in spelling or grammar
- Take dictation, arrange the text into appropriate paragraphs, and supply proper punctuation and spelling
- Write essays on given subjects, using universally valid standards for proper writing.

Learning Activities

In addition to the learning activities involving intensive reading assignments, the students can:

- Simplify long sentences according to the journalistic principle: who does what? when? where? why? how?
- Summarize a story by eliminating all nonessential material from it and then rewriting the remaining sentence elements to form complete sentences
- Summarize the main idea in their own words (two to three simple sentences)
- Categorize a poem, short story, or essay as pertaining to love, philosophy, humor, or sarcasm by listing those lines or sentences that could serve as proof
- Rewrite a poem in prose form
- Describe a picture
- Relate an event
- Divide a passage into appropriate paragraphs
- Supply appropriate punctuation
- Decide if a letter is a business or private letter and supply the appropriate salutation and complimentary closing
- Compose a letter to ask for information
- Compose a letter to a relative or friend
- Write a résumé
- Describe their environment
- Write ads for a French newspaper describing the beauties of a certain American landscape
- Design a brochure about points of interest, with descriptions geared to attract French tourists
- Rewrite a familiar passage using synonyms whenever possible

- Write the ending to a story dictated by the teacher
- Write short skits for dramatization based on material discussed in class (choosing the title and writing an outline first)
- Write an essay based on personal experience or on classroom activities (choosing the title and writing an outline first)

Activities for Evaluation

The learning activities listed above can also serve as evaluation activities. In a teaching unit involving more than two reading assignments, the students will:

- Compare two or more stories or poems and point out in writing their similarities in topic, style, content, and time

The four activities listed below may also be used as evaluation activities. The rewards of these may outweigh any form of evaluation the teacher could provide.

The students will:

- Participate in local or statewide competitions (French Symposium, North East Texas Organization of Language Educators' annual competition)
- Write a poem
- Write a story without the aid of a dictionary
- Write a letter to a pen pal

LANGUAGE STRUCTURES—LEVELS I-III

The following list of structural items is a suggested inventory for Levels I-III. These are to be taught *in all four skills.* The fact that items are merely listed does not mean that they are to be taught in isolation.

Students should have a conceptual understanding of the structure of French if communicative skills are to be adequate. Students should acquire these concepts in a carefully planned and sequenced order that may be indicated by the materials at hand or may be established by the teacher.

The order of the concepts as presented here is arbitrary and may be changed to suit the individual teacher and materials. Requiring students to master fewer grammatical structures and to use them constantly in natural communicative situations helps students feel at ease in speaking French. Is is also recommended that a review of all structures previously presented precede the Level II and Level III programs.

LEVEL I

Articles

- Definite
- Indefinite
- Partitive *(du, de la, de l', des)*

Pronouns

- Subject
- Direct object
- Disjunctive (*moi, toi, lui,* etc.)

Nouns

- Gender
- Number

- *n'est-ce pas?*

Common Interrogative Adverbs

- *comment*
- *quand*
- *où*
- *combien*
- *pourquoi*
- *parce que*

Common Conjunctions

- *et*
- *mais*
- *car*

Contractions (with *de* and *à*)

Difference between:

- *il est*
- *c'est*

Impersonal Expressions

- *il y a*
- *il faut*
- *voici*

- *voilà*
- *ici, là*

Verbs

- Infinitives
  - Regular
  - Common irregular *(être, avoir, aller, faire)*
- Present tense
  - Regular
  - Common irregular
- *Passé composé*
  - *être*
  - *avoir*
- *Futur proche*
- Imperative
- Future

Prepositions and Articles with Geographical Names

LEVEL II

Verbal Constructions Following Prepositions

- *être à* to show possession

Adjectives

- Comparison
- Indefinite
- Irregular

Pronouns

- Demonstrative
- Relative
- Interrogative
- Possessive
- Double pronoun objects
- Indefinites (*chacun, aucun*)
- Use of *y* and *en*

Causative Construction with *faire*

Verbs of Perception

- *voir*
- *entendre*
- *regarder*
- *chercher*

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*Whether this item is treated at the level indicated or later is dependent upon teacher philosophy and textbook presentation.

Common Idiomatic Expressions

- With *avoir, être,* and special vocabulary (depending upon text being used)

Liaisons and Elisions

Verbs

- *• Present subjunctive (regular, irregular, and reflexive)
- *• Perfect subjunctive of *avoir* and *être* (passive recognition)
- *• Uses of the subjunctive
  - Imperfect
  - Conditional
- *• Pluperfect
- *• Future perfect (passive recognition)
- *• Conditional perfect (passive recognition)
- *• *Passé simple* (passive recognition)

Uses of:

- *devoir*

Uses with Present and Imperfect of:

- *depuis*
- *il y a*

***Passive Voice and Substitutes for Passive Voice**

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*Whether this item is treated at the level indicated or later is dependent upon teacher philosophy and textbook presentation.

Agreement of Past Participle

- Verbs taking *avoir* with preceding direct object
- Reflexive verbs

Negatives

- *ne. . . personne*
- *ne. . . aucun*
- *ne. . . ni. . . ni*
- *ne. . . nul*
- *ne. . . guere*
- *ne. . .* with infinitive

LEVEL III

In addition to a systematic review of previously studied structures, students at Level III should be exposed to any structures listed above not yet studied. New structures for Level III might include the following:

- Present participle
- Stem-changing verbs
- Further treatment of subjunctive and its uses
- Reflexive uses
- Indirect discourse
- *avant de* and *après avoir*
- *laisser* + infinitive

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 WAGE-HOUR LAW AMENDMENTS; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.